

I'm Glad I'm Me

Communication Arts Performance Task

Grades 3-5

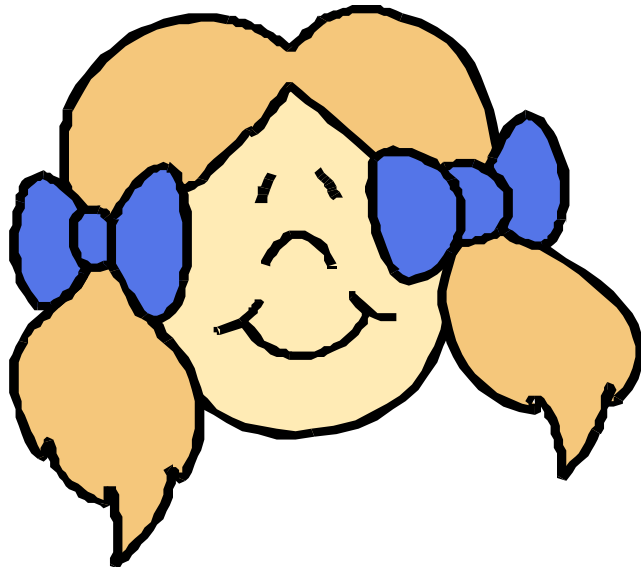
by

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## I'm Glad I'm Me

**Purpose:** This performance task is designed to assess the student's ability to write a personal response to a poem. The student must use correct paragraph structure and writing mechanics. The student will also draw a picture about the poem illustrating his/her thoughts.

**Show-Me Standards Addressed:**

Knowledge: CA1, CA2

Performance: 2.4

**Grade Level Range:** 3-5

**Subject Area:** Communication Arts

**Time Needed for Task:** 40 minutes for Part 1  
30 minutes for Part 2

**Materials Needed:** a poem about a child's feelings, Performance Task Packet (Student Prompt, Response Sheets, Scoring Guide) pencil, crayons, markers

**Instructions for Administration:** Present students with the Performance Task Packet containing the Student Prompt, Student Response Sheets, and Scoring Guide. Make sure students understand what they are to do. Go over the scoring guide so students know what a quality product involves.

**Pre-Assessment Instructions:** Students need to have the prerequisite knowledge of writing mechanics and paragraph structure.

## I'm Glad I'm Me

You will read a poem about a child's feelings. As you read the poem, think about how it makes you feel.



Place an appropriate poem here.

*Think about the answers to these two questions. You may want to write down your ideas.*

How did this poem make you feel?

Did it remind you of anything in your life?

[illegible]

Write a paragraph telling whether or not you liked this poem. Explain why you did or did not like it. Make sure you indent your paragraph, express complete thoughts, and use correct punctuation.

## Student Response Sheet

Think about the poem you read. What do you see in your mind? Draw a picture about the poem. The picture should show what you think about the poem.

# Scoring Guide

## **4: Outstanding**

- Accomplished the task.
- The student responded to the poem and used correct paragraph structure while also using correct writing mechanics.
- The student also drew a picture about the poem illustrating his/her thoughts about the poem.

## **3: Proficient**

- Ready for needed revisions.
- The response is similar to a “4” in completeness of task and there is evidence that the student can revise the work to a “4” with the help of written feedback.
- There may be evidence of minor problems with the paragraph structure and/or mechanics.
- The student may not have drawn a picture illustrating his/her thoughts about the poem.

## **2: Emergent**

- Partial success.
- Part of the task is accomplished, but there is a lack of evidence that the student can accomplish the task without further instruction.
- There are major/multiple errors in the paragraph structure, mechanics, and/or content.
- Directions were not followed and/or the illustration showed little or no effort.

## **1: Attempted**

- Engaged task with little success.
- The product is incomplete and there is no evidence to demonstrate students’ understanding of paragraph structure, mechanics, and/or content.
- The student may show an effort to accomplish the task, but with little or no success.